



NEW COALITION WILL LEAD THE REVISION OF THE NATIONAL STANDARDS FOR ARTS EDUCATION

A newly formed partnership of organizations and states will lead the revision the 1994 National Standards for Arts Education.

grams, funders and federal and state policy makers have relied on the 1994 national arts standards to help guide their decision-making.



The National Coalition for Core Arts Standards (NCCAS) plans to complete its work and release new, national voluntary arts education standards in fall 2012. The standards will describe what students should know and be able to do as a result of a high-quality curricular arts education program.

The current National Standards for Arts Education have been adopted or adapted by 49 state departments of education, including Kentucky, and have become the benchmark document by which K-12 arts learning is measured in dance, music, theatre and visual arts.

Curriculum designers, teacher training pro-

NCCAS is committed to developing a next-generation of voluntary arts education standards that will build on the foundation created by the 1994 document, support the 21st-century needs of students and teachers, help ensure that all students are college and career ready and affirm the place of arts education in a balanced core curriculum.

Membership in the coalition was formalized and a strategy framework developed following a February meeting at the New York City headquarters of the College Board. The NCCAS governing organizations are:

- American Alliance for

Theatre and Education (AATE)

- Arts Education Partnership (AEP)
- Educational Theatre Association (EdTA)
- The College Board
- MENC: The National Association for Music Education (MENC)
- National Art Education Association (NAEA)
- National Dance Education Organization (NDEO)
- State Education Agency for Directors of Arts Education (SEADAE)

The College Board gathering of the coalition was the culmination of a state-led organizing process that began in May 2010 at a meeting convened by SEADAE in Washington, D.C. and attended by the above groups, 18 state departments of education and eight other national arts and education organizations. In the past year, state directors of arts (continued on page 2...)

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"The arts and humanities define who we are as a people. That is their power -- to remind us of what we each have to offer, and what we all have in common. To help us understand our history and imagine our future. To give us hope in the moments of struggle and to bring us together when nothing else will."

First Lady Michelle Obama

National Arts Standards to be Revised

(...continued from page 1)

education and the NCCAS partners have held a series of Web-based meetings designed to help refine the needs, expectations and timeline in the arts standards rewrite process.

A recent SEADAE survey of arts education directors in 43 state departments of education indicated that 19 of the states, including Kentucky, planning revision of their arts standards in the next two years are willing to postpone that process until the new national arts education standards are complete so as to inform their efforts.

NCCAS will make the creation of the new arts standards an inclusive process, with input from a broad range of arts educators and decision-makers. The revised

standards will be grounded in arts education best practice drawn from the United States and abroad, as well as a comprehensive review of developmental research.

The College Board is gathering and organizing childhood and higher education data— including international standards research, a child development and the arts literature review, a 21st-century skills gap analysis and a review of college-level arts standards — with the expectation that this process will be completed by mid summer.

In creating the next generation of core arts standards, the primary goal of NCCAS is to help classroom educators better implement and

assess standards-based arts instruction in their schools. Toward that goal, the revised arts standards will address 21st-century skills, guide the preparation of next-generation of arts educators and embrace new technology, pedagogy and changing modes of learning.

To take full advantage of today's digital information tools, the new arts standards will exist in an online "evergreen" format, allowing for periodic, scheduled reviews and updates as well as wiki environments where student work, lesson plans and new research can be posted to support standards-based teaching and learning.

(NASAA), expressed strong enthusiasm for NCCAS's arts standards revision plan: "Designing standards takes broad and deep knowledge of subject matter, an informed understanding of the kind of guidance educators need, and creative imagining of which competencies will best prepare students for the future challenges they will face. All students learn using some combination of the arts, numeracy and literacy. The resource for learning that this group, representing teachers of the arts and arts education policy makers, is in a position to provide is tremendously important."

Virginia M. Barry, New Hampshire commissioner of education, also stated her support for revision of the art standards. "I'm very encouraged that NCCAS has taken the first steps towards re-imagining the arts standards for our students and teachers," she said. "When you have rich and clearly

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Jonathan Katz, National Assembly of State Arts Agencies

An NCCAS committee has begun work on a report that will summarize the current status of arts education in America, the status of arts education standards in the states, the context of arts education in a well-rounded education and an analysis of the needs for the next generation of arts standards. The report will be made public in late summer or early fall.

NCCAS's current timeline includes the creation of discipline writing teams in November 2011, which will be followed by a six-month period of writing, review and revision draft work.

Jonathan Katz, CEO of the National Assembly of State Arts Agencies

defined standards, you create expectations and can begin the process of articulating measurable learning in arts education. The arts are truly special — dance, music, visual art, and theatre give students a voice they might not otherwise have and integrate new technology in ways that truly engages and energizes learners. New Hampshire believes that all students should have access to a well-balanced curriculum that supports whole-person development — arts are critical to a sense of competence, through discipline, dedication, diligence and commitment."



Kentucky Students to Attend NSO Music Institute



The National Symphony Orchestra selected 56 students from 27 states to participate in the National Symphony Orchestra National Trustees' Summer Music Institute 2011 in Washington, D.C. The Kentucky students are Theo Lineberry, bass, Atherton High (Jefferson Co.); Jackie Royce, bassoon, University of Louisville; and Jessie Zhu, violin, Henry Clay High (Fayette Co.).

The four-week institute offers the

aspiring musicians intensive coaching, private lessons, seminars on public speaking, practicing and ensemble skills, side-by-side rehearsals with the National Symphony Orchestra and performance opportunities at the John F. Kennedy Center for the Performing Arts.

Elizabeth Schulze of the Maryland Symphony Orchestra returns to the Kennedy Center for her 11th season as Summer Music Institute conductor.

Students attend on full scholarship,

which includes housing, food allowance and local transportation during their stay. Need-based financial aid is also available for transportation to and from Washington, D.C.

The Summer Music Institute is a component of the National Symphony Orchestra American Residency Project of the John F. Kennedy Center for the Performing Arts. The American Residency took place in Kentucky in 2011 with the Kentucky Arts Council as the in-state partner.

KDE Enters the World of Social Media



The Kentucky Department of Education (KDE) has formally entered the realm of social media with the launch of the agency's [Facebook](#) page and [Twitter](#) feed.

KDE's Facebook page can be accessed at <https://www.facebook.com/pages/Frankfort-KY/Kentucky-Department-of-Education/206750929353908> or by searching for "Kentucky Department of Education" on Facebook under "Government Organization."

Subscribe to the KDE Twitter feed by connecting to @KyDeptofEd.

The agency's Facebook page will feature news and information from the agency, including meeting announcements and program updates. The Twitter feed will replicate some of those items and provide a means for immediate updates.

"Communications is a priority for this agency," said Education Commissioner Terry Holliday, a longtime user of Facebook, Twitter (@kycommissioner), [blogs](#) and

other forms of electronic communications. "It's important that we reach as many audiences as possible, and having a social media presence enables immediate sharing of information and news. It also provides a means for direct feedback from educators, parents, students, elected officials and others.

KDE will use social media in conjunction with its [website](#), which will continue to serve as a repository for information, documents and other items, such as the [Open House](#) data portal.

Camp ArtyFact to be Held This Summer

The Kentucky Historical Society (KHS) will host its second summer of Camp ArtyFact in June and July 2011 at the KHS history campus in downtown Frankfort. Five week-long sessions are offered from June 20 through July 29, with rolling registration deadlines the Monday prior to the start of each term.

At this half-day camp, participants will explore the KHS history campus and collections through hands-on activities like sculpting, painting and collage, comic book creation,

and acting and puppetry. With small classes, high-quality supplies and top-notch instructors, campers will learn how to talk about art and artifacts, develop analytical skills and gain confidence in their abilities.

This day camp was introduced in summer 2010 on the KHS history campus and repeated during fall break 2010 and spring break 2011.

Each Camp ArtyFact course is three hours long daily. Parents may sign

their campers up for the morning course, the afternoon course or both. Fees for the camp include all supplies and are \$50 for KHS or Kentucky Junior Historical Society (KJHS) members and \$65 for all other patrons for one week.

More information, registration forms and the schedule of courses are available at www.history.ky.gov/camp, by e-mailing Mike.Deetsch@ky.gov or by calling (502) 564-1792, ext. 4425.

What School Leaders Can Do to Increase Arts Education



The Arts Education Partnership (AEP)

has developed a guide ad-

dress how school leaders can increase arts education. The guide offers three concrete actions principals can take to increase arts education in a time of shrinking budgets and shifting priorities. This guide comes at an extremely appropriate time for Kentucky administrators with the upcoming arts and humanities Program Review, which holds schools accountable for comprehensive arts programs.

The three actions of establishing a school-wide commitment to arts learning, creating an arts-rich learning environment and rethinking the use of time and resources are supported by several low-cost or no-cost best practice strategies that have been proven to be effective.

Mounting research such as James Catterall's (p. 7) *Doing Well and Doing Good by Doing Art* shows that students in arts-rich schools achieve at higher levels than those in arts-poor schools. Further, student engagement and attendance, teacher effectiveness and school culture, along with parent and community support are higher in the arts rich schools. And, principals are the primary decision makers as to what that arts program looks like in their schools.

Establish a school-wide commitment to arts learning.

- Articulate clear goals. Richard Kessler, executive director of the Center for Arts Education in New York City advises leaders "to establish your own vision and lead the school in it." Hav-

ing a plan and a mission provides direction for the school's comprehensive arts program.

- Identify the arts in the budget. Kentucky school principals and school-based decision making councils should include a specific line item in the school budget for the arts. This strategy may ensure a close alignment between educational goals and student learning needs. It also may identify where gaps and inequities exist.
- Explore multiple approaches. Each school's unique culture dictates what works best for that school. School leaders should conduct their own research, look at other programs and visit schools. School leaders will be able to determine what works best by evaluating the outcomes.
- Engage parents. Una McAlinden, executive director of ArtsEd Washington reports that "By valuing the arts and unpacking arts learning for parents, principals can lead parents and PTA members to understand that their role is one of leadership, and that they can go to the school board and convince them to support the arts." School leaders should develop a resource list of parents who may be practicing artists, have the ability to write grants or have a knack for fundraising.

Create an arts-rich learning environment.

- Bring the arts into daily classroom instruction. "We don't limit student experiences with art to one class or one unit; rather we find authentic ways to integrate the arts across the curriculum," says Stephen Noonan, principal of the High

School of Arts, Imagination and Inquiry in New York City. Cross-curricular activities must be more than an add-on; they must be authentic and fall within the natural flow of a class. Students may achieve at higher levels in both or multiple subjects when the natural connections are made.

- Provide arts-based professional development. Arts teachers should receive effective, high-quality professional development that is intensive, ongoing and aligned with the state and local curriculum. Many successful schools utilize their arts specialists to lead arts-related opportunities for other content area teachers.
- Support school-wide arts learning. School leaders reinforcing a school-wide commitment to arts learning through staff meetings, providing arts-related articles and research and themes, help teachers build the capacity to utilize the arts as a natural part of their instruction.
- Incorporate the arts into staffing and hiring decisions. Inform candidates that using arts in teaching is an expectation and ask arts-related questions during interviews. Principals can reinforce arts teaching by making it a part of classroom observations, discussions and evaluation.
- Involve the local arts community. Teaching artists, community arts and cultural arts organizations, technical schools and universities can all play a pivotal role in higher levels of student achievement. Students will greatly benefit from

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AEP: What School Leaders Can Do to Increase the Arts

(...continued from page 3)

- experiencing exemplar works and performances of practicing artists. Strong partnerships enhance the school's arts programs well beyond a one-time add on activity.

Rethink the use of time and resources.

- Reallocate resources. One school does not generally have more money or time than another school. School leadership may wish to consider earmark building funds for the arts or consider slightly larger class sizes to provide resources for arts teacher positions.
- Tap Title I and II funds. Title I of the Elementary and Secondary Education Act (ESEA) distributes supplemental federal aid to schools based on the number of students in poverty. In August 2009, U.S. Secretary of Education Arne Duncan said "Under ESEA, states and local school districts have the flexibility to support the arts. Title I, Part A, of ESEA funds arts education to improve the achievement of disadvantaged students." Further, Title II funds pertain to teacher quality. They can "...be used for professional

development of arts teachers as well as for strategic partnerships with cultural, arts and other nonprofit organizations," Duncan further said to education and community leaders.

- Adjust schedules and repurpose space. Arts teachers should be provided with time to meaningfully collaborate with other classroom teachers rather than merely covering another teacher's planning time. Thus, collaborating teachers can better address the school's goals and individual student needs. Also, think creatively how to utilize space within the school to provide for the unique needs of the four arts disciplines.
- Use after school time. High-quality after-school programming complements, enhances and reinforces classroom learning.
- Build community resources. When the community understands the benefits of how an arts-rich curriculum makes students more college and career ready, it is more prepared to advocate for it. Communicate the benefits of learning in and through the arts to garner support for the school's programs. Reach out to local organiza-

tions, individuals and government for support. Work toward building sustainable support, not a one time shot-in-the-arm.

According to AEP, taking any or all of these actions provides students with a richer, deeper and more meaningful education. Though important, funding is not the only resource that school leadership should look for. Look toward personnel assignments and cross-curricular learning. Through a variety of strategies, students, teachers and schools are likely to experience success.

Even those students who are not "talented" learn an appreciation for and become consumers of the arts by attending plays, concerts and exhibitions. And, communities with a strong arts presence are more desirable for business and industry and provide a higher quality of life for the members of the community.

For more information, contact the Arts Education Partnership, One Massachusetts Ave., Suite 700, Washington, DC 20001 or visit www.aep-arts.org.

NEA Releases Report on Value of Arts Activities



National Endowment for the Arts

The National Endowment for the Arts has released a new study titled *Time and Money:*

Using Federal Data to Measure the Value of Performing Arts Activities, which looks at the value of the arts in three ways: time spent on arts activities; organizational revenue and expenses; and direct con-

sumer spending. A particular focus on performing arts data provides consistency across these three measurements.

The report draws on the most recent data available from the U.S. Economic Census, the Bureau of Economic Analysis (BEA) and the Bureau of Labor Statistics (BLS) to arrive at monetary and non-

monetary value measurements of the nation's performing arts sector. Recent data show that performing arts organizations generated nearly \$13.6 billion in revenues; Americans spent \$14.5 billion on performing arts admissions; and on any given day, 1.5 million Americans attended arts performances, usually with family or friends.

For the full press release and a summary of key findings from the report, visit the [NEA's website](http://www.nea.gov).

Bowling Green Students Selected as Kentucky State Artists for CVS Caremark and VSA



CVS Caremark All Kids Can and VSA, the international organization on arts and disability, announced that Ethan Coots from Cumberland Trace Elementary (Warren Co.) and Manda Helton from Drakes Creek Middle (Warren Co.) have been selected as Kentucky's representatives in the 2011 All Kids Can CREATE national touring exhibition, featuring artwork submitted by students, ages 5-15, from each state and the District of Columbia. Ethan Coots' artwork "Full of Love" and Manda Helton's artwork "Reflection of Me" will debut in Washington, DC on June 13.

The 2011 All Kids Can CREATE program launched in November 2010 and invited young artists living with and without disabilities to submit artwork under the theme "Imagination Across America."

More than 4,700 entries from artists across the country were sub-

mitted. An expert panel of judges, including artists and art educators, selected 102 student artists to be featured in the exhibition. All of the artwork submitted this year, from paintings to sculptures to photographs, will be included in an online gallery at

www.artsonia.com/allkidscancreate.

"We're so impressed with the passion and creativity represented in Ethan and Manda's artwork, and it truly captures the spirit of the All Kids Can CREATE program," said Eileen Howard Boone, senior vice-president of corporate communication and community relations for CVS Caremark.

"Through this program we have helped children of all abilities to use art as a way to express themselves and create positive change in their lives."

"With our partner CVS Caremark, VSA is showcasing the creative tal-

ents of students of all abilities," said Jennifer Wexler, VSA director of visual arts. "We're excited to share these wonderful works of art with audiences around the country and encourage people of all ages and abilities to tap into their own imagination."

The All Kids Can CREATE exhibition is just one part of VSA and CVS Caremark's yearlong partnership, which also includes support of state VSA affiliates who encourage learning and community engagement through artistic expression. Strategic grants at the state level also support artist-in-residence programs in schools that expand access and document learning through the arts for students with disabilities. CVS Caremark employees also participate by volunteering in activities in their communities and/or schools to help build inclusive environments.



CVS Caremark and VSA Kentucky

All Kids Can, a program of the CVS Caremark Charitable Trust and CVS Caremark, is a five-year, \$25 million commitment to support children with disabilities. The goals of All Kids Can are to support children with disabilities by raising awareness in schools and in local communities about the importance of inclusion, creating greater opportunities for physical activity and play, and providing access to medical rehabilitation and related services. CVS Caremark and its more than 211,000 employees help children with disabilities learn, play and succeed through partnerships with leading local and national nonprofit organizations.

For more information, visit <http://www.cvsallkidscan.com>.

VSA, the international organization on arts and disability, was founded more than 35 years ago by ambassador Jean Kennedy Smith to provide arts and education opportunities for people with disabilities and increase access to the arts for all. With 52 international affiliates and network of nationwide affiliates, VSA is changing perceptions about people with disabilities around the world. Each year, 7 million people of all ages and abilities participate in VSA programs, which cover all artistic genres. VSA is an affiliate of the John F. Kennedy Center for the

Performing Arts. For more information, visit www.vsarts.org.

VSA Kentucky's purpose is to help create a society where people with disabilities can learn through, participate in and enjoy the arts. To learn more about VSA Kentucky go to www.vsartsky.org. VSA Kentucky is a member of the international network of VSA, an affiliate of the Kennedy Center for the Performing Arts. The Kentucky Arts Council, the state arts agency, provides operating support to VSA Kentucky with state tax dollars and federal funding from the National Endowment for the Arts.

Kentucky State Fair Offers Youth Music Opportunities



The Kentucky State Fair has begun an initiative called the Young Adult Project (YAP),

led by a statewide youth advisory council — an effort to develop a showcase for young musicians at the State Fair, as well as a venue where young adults can enjoy music during the fair's 11-day run, August 18-28 in Louisville. The YAP demographic is high school and college-aged youth. The Kentucky State Fair attracts over 600,000 visitors during this period, as we celebrate the best of Kentucky.

YAP has partnered with SESAC, the Grammy Foundation, Ear X-Tacy, Mom's Music and music retailers statewide, to offer a variety of programs before and during the State Fair. A few highlights are listed below, along with links to contest guidelines and flyers describing two of the events:

- GRAMMY Signature School Day at the State Fair, Aug. 27, honoring the achievements of

the newly named GRAMMY Signature Schools and highlighting the importance of arts education, with performances by student ensembles from Iroquois High School and the J. Graham Brown School

- Battle of the Bands (BotB) competition & CD Cover Art Design Contest — Preliminaries July 2 at Ear X-Tacy, with all 15 finalist bands heading to the professional studio to record one original song for the 2011 BotB CD; Battle of the Bands Finals at the State Fair, Aug. 20. DEADLINE for BotB and CD Cover Art Contests: June 15.

Battle of the Bands contest guidelines: <http://www.kystatefair.org/docs/botbguidelines2011.pdf>

Battle of the Bands flyer: <http://www.kystatefair.org/docs/KSFBotBFlyer.pdf>

CD Cover Art Design Contest guidelines: <http://www.kystatefair.org/docs/coverartguidelines2011.pdf>

- Songwriter Workshops led by professional songwriters and Greg Riggle, SESAC vice-president of Industry Relations & Business Communication, June 11, 18 and 25 at Mom's Music, Mellwood location. DEADLINE for Kentucky State Fair Songwriter Contest: July 1. KSF Songwriter Contest guidelines:

<http://www.kystatefair.org/docs/songwriterguidelines2011.pdf>

Song writer Contest flyer:

<http://www.kystatefair.org/docs/KSFSongwriterFlyer.pdf>

- *Kentucky's Civil War Song*, an original 30-minute musical produced by students, alumni and faculty of the Youth Performing Arts School, will be offered several times daily on the Blue Ribbon Stage at the State Fair.
- Live music in the YAP Tent at the Kentucky State Fair daily, featuring bands with musicians ages 14-20.

President's Committee on the Arts and the Humanities Releases Report

The President's Committee on the Arts and the Humanities (PCAH)

released its report *Reinvesting in Arts Education: Winning America's Future through Creative Schools* at the Arts Education Partnership (AEP) National Forum, on May 6 in Washington, DC.



The report uses new data to make the case for arts education as an effective tool in whole-school reform and increasing student engagement and academic achievement. It also presents compelling evidence that building creativity-rich schools and integrating arts strategies into classroom instruction across disciplines is vital to preparing students for success in the knowledge and innovation economy.

Melody Barnes, director of the White House Domestic Policy Council, introduced the report and President's Committee Vice-Chair Mary Schmidt Campbell summarized its findings. This was followed by a discussion of panelists, including Council of Chief State School Officers Executive Director Gene Wilhoit and Acting Chancellor of D.C. Public Schools Kaya Henderson. The report can found online here: www.pcah.gov.

Kentucky Student Places Second in National Poetry Out Loud

Washington, DC -- **On April 28, 53 high school students** -- Poetry Out Loud champions from every state, the District of Columbia, Puerto Rico and the U.S. Virgin Islands -- competed in three semifinal rounds based on geographic region. Nine students advanced to compete in the National Finals on April 29. Judges evaluated student performances on criteria including physical presence, articulation, evidence of understanding, level of difficulty and accuracy. Students performed poems from the Poetry Out Loud print and online anthologies www.poetryoutloud.org. The event was the culmination of a competition that began in September 2010 among schools across the country.

The other finalists were: Samuel Opoku (Northglenn, Colo.); Morgan Joyce Williams (Springfield, Ill.); Kari Barclay (Bethesda, Md.); Michaela DeAndra Murray (Dorchester, Mass.); Emily Orellana (Reno, Nev.); and Melissa Johnston (Brandon, S. Dak.). Each of the finalists received at least a \$1,000 award, and their schools received \$500 each for the purchase of poetry books. More than 365,000 students competed nationwide.

Poets Valerie Martínez, Thomas Sayers Ellis and Brian Turner, actress and author Amber Tamblyn, playwright/actress/director Aditi Brennan Kapil, and Shakespeare

Theatre Company Artistic

als and awards for both the state and national finals. State arts agencies have implemented the program in high schools nationwide and organized state competitions, often in collaboration with local arts organizations. Poetry Out Loud National Finals are administered by Mid Atlantic Arts Foundation.

Poetry Out Loud seeks to foster the next generation of literary readers by building on the resurgence of poetry as an oral art form, as seen in the slam poetry movement and the popularity of rap music among youth. Through Poetry Out Loud, students can master public speaking skills, build self-confidence and learn about their literary heritage. Now in its sixth year of national competition, Poetry Out Loud has inspired thousands of high school students to discover classic and contemporary poetry.

Schools that are interested in registering for next year's Poetry Out Loud should contact their state arts agency. More information and a complete list of state winners are available at www.poetryoutloud.org.

The second-place winner was Victoria DiMartile of Beechwood High School, who received a \$10,000 award.

Youssef Biaz of Auburn, Alabama, received the title of 2011 Poetry Out Loud National Champion at the National Finals held in Washington, D.C. on Friday, April 29, garnering a \$20,000 award. His school, Auburn High, will receive a \$500 stipend for the purchase of poetry books. The Poetry Out Loud National Finals were held at the historic Lincoln Theatre in Washington, D.C. Biaz was among nine finalists and 53 state champions from around the country who participated in the sixth national poetry recitation contest, sponsored by the National Endowment for the Arts (NEA) and the Poetry Foundation.

The second-place winner was Victoria DiMartile of Beechwood High, who received a \$10,000 award. DeVonna Daisy Smith of Reading High in Reading, Pennsylvania, received the third-place prize and a \$5,000 award.

Director Michael Kahn judged the event.

As national partners, the NEA and the Poetry Foundation have contributed support for administration of the program, educational materi-



Photo by James Kegley

From L-R: Poetry Foundation President John Barr, Third-Place Winner DeVonna Daisy Smith, Pa., Second-Place Winner/Kentucky State Champion Victoria DiMartile, Poetry Out Loud National Champion Youssef Biaz, NEA Deputy Chairman Patrice Walker Powell, and Jonathan Katz, CEO of the National Assembly of State Arts Agencies.

Need to Know News

Teaching with Documents and Works of Art: An Integrated Approach

July 27-29

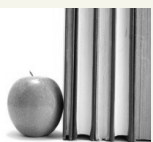
National Archives and Smithsonian American Art Museum, Washington, D.C.

This three-day workshop will provide a varied program of lectures, demonstrations, collaborative work and analysis of documents and works of art in order to introduce teachers to the holdings, resources and programs of the National Archives and the Smithsonian American Art Museum. Workshop attendees will participate in and develop classroom activities that utilize both visual images and primary source documents as teaching tools in ways that sharpen students' skills and enthusiasm for history, social studies and the humanities. The content focus will be on the development of the industrial United States.

Workshop registration includes coffee, lunches and materials. Participants are responsible for housing and transportation costs and arrangements.

Contact the [Smithsonian American Art Museum](#) for more information.

Summer Arts PD



The South East/South Central Educational Cooperative and Eastern

Kentucky P-12 Partnerships are offering several professional development opportunities through June and July.

Sessions are offered in the four arts disciplines as well as cross-

Questions about arts education in Kentucky?

Contact Kentucky Department of Education Arts & Humanities Consultant

Robert Duncan

(502) 564-2106

robert.duncan@education.ky.gov

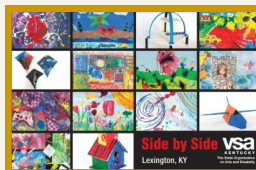
curricular, technology and others.

[Complete session descriptions may be viewed in the PD catalog.](#)

All sessions are open to any school district's personnel and/or interested participants

For more information, contact Sarah Evans or Johnda Bales at (859) 622-6180.

VSA Kentucky Side by Side Exhibition in Lexington



VSAKentucky, in partnership with the Lexington Art League and Cardinal Hill Rehabilitation Hospital, announces a collaborative exhibition of artwork created by young artists with disabilities and area artists June 1-30 at the Explorium. There will be a Gallery Hop Reception honoring the artists on Friday, June 17 from 5 p.m. until 8 p.m. at the Explorium, located at 440 W. Short St., Lexington. Access the Gallery Hop Reception at the Explorium Gallery through the Victorian Square entrances. Parking is available at the Victorian Square parking garage.

For more information contact: Mary Claire O'Neal
VSA Kentucky
21st Floor, Capital Plaza Tower,
Frankfort KY 40601
(502) 564-3775
www.vsartsy.org

Summer Jazz Camp



The Northern Kentucky University Department of Music

is holding its eighth annual Summer Jazz Camp July 11-15, specializing in jazz combo techniques and improvisation. The camp also features a student big band that will include the camp's most experienced students based upon testing and placement auditions. Students will be placed in combos (from jazz novices to advanced players) by audition and will have close interaction and coaching by jazz professionals in residence at NKU. Students will receive instruction in jazz improvisation, jazz theory, jazz harmony, jazz history and jazz combo techniques. Students age 13 through adult are welcome to apply. The 2011 Jazz Camp faculty is slated as:

- Brian Hogg, camp director, saxophone
- special guest, piano
- Bill Jackson, bass
- John Zappa, trumpet
- Alyssa Mehnert, trombone
- Dan Dorff, drums/mallets
- Ted Karas, guitar

For more information, go to <http://www.nku.edu/~music/> and click on "Summer" or contact the director, William Brian Hogg, at hoggw1@nku.edu or (859) 572-5885

Camp Cost is \$200 if you register prior to July 1. After July 1, cost is \$235. (NKU students: \$100) Discounts are available for multiple campers in a family.

These resources come from various sources. For questions or concerns, contact those sources directly.

Need to Know News



Arts Across the Curriculum PD Opportunity

Registration is still open for an Arts across the Curriculum professional development

(PD) that includes 12 hours of PD credit with visits to six working artist studios, hands-on music, dance and visual arts activities and two CDs with videos of artists at work in their studios and hundreds of resources for connecting visual arts with science, social studies, writing, practical living and business economics.

This will be held in Berea on July 11 and 12. Participants can visit all six shops and hands-on components in music, dance and visual art have been added.

Please go to http://www.coe.eku.edu/field_services/Summer%20PD%20Book.pdf and scroll to page 11 for Bringing New Life to the Program of Studies for complete information and registration.

Participants who want to stay overnight at the Boone Tavern will receive a special room rate at \$50 for a full and \$79 for kings and doubles. If you make a reservation, reference Berea Tourism/Learnshops. Contact the Boone Tavern at (800) 366-9358 or (859) 985-3700

There will also be a children's art camp for 8-12-year-olds sponsored by Berea Arts Council from 9 a.m. to 5 p.m. each day (\$45 per day) or Story time Yoga and Art for children 3-9 years old from 8:30 a.m. to 4 p.m. There will be workshops on bonsai, jewelry making, storytelling, sustainable living and a host of other topics. There is a free per-

formance of *As You Like It* on Sunday night and a free concert on College Square on Monday night. Or you can sign up for a workshop in Trinidadian dance, a make-and-take jewelry workshop at Gastineau Studio or a make-and-take glass blowing at the glass studio.

There are more events throughout the week (July 9-July 16) including events for professional development in songwriting, theatre games, Appalachian baskets, Native American folk arts, writing, Appalachian storytelling and hands-on visual arts. Contact Judy Sizemore for more information about these activities at:

3384 Black Lick Road
McKee KY 40447

circuit@prtcnet.org

Home Office: (606) 364-5831

Mobile: (606) 493-7052

Shakespeare Set Free Institute PD

The English-Speaking Union/Kentucky Branch and the Folger Shakespeare Library offer **Shakespeare Set Free Institute**, a pro-



fessional development opportunity for middle and high school English and drama teachers. The institute will take place June 20 and 21 at Actors Theatre of Louisville.

The institute consists of three strands: scholarship, performance and pedagogy. During the program, teachers listen to thought provoking lectures and discuss their thoughts in intimate seminars with Shakespeare scholars featuring interactive performance classes and effective and engaging methods of teaching Shakespeare in curriculum sessions.

The institute concludes with all participants studying, rehearsing

and acting out scenes from Shakespeare plays. Institute participants receive a copy of the Folger's Shakespeare Set Free Toolkit including digital and print items for setting Shakespeare "free" among their students. All attendees also receive a participation certificate, which may be used to obtain professional development credit from their schools. To learn more about this program, please look at the [photo essay](#) of the 2010 Shakespeare Set Free Institute in New York City or view video of performance exercises online at www.youtube.com/user/EnglishSpeakingUnion.

The cost of the institute is \$100 per teacher.

For more information and to register online, visit the ESU/Kentucky Branch website at www.esuus.org/branches/kentucky or call ESU/KY Shakespeare Chair Andy Perry at (502) 552-8608 or e-mail jandyperry@earthlink.net.

James Catterall Interview on KET

James Catterall, the author of *Doing Well and Doing Good by Doing Art*, was interviewed on the KET program *One to One* with Bill Goodman.

Catterall, professor of Urban Schooling at UCLA and considered a leading expert on the effects of arts education on students, discusses his research on the roles of the arts in human development, with an emphasis on basic roles of imagery in cognition, and on arts-related instructional and curriculum policies impacting teaching and learning.

The show first aired on May 8, 2011. A Web archive can be viewed [here](#).

Need to Know News

EKU Graduate Music Seminars

MUS 768: Workshop in Instrumental Music Classroom Guitar for Music Educators

Dennis Davis, director of Guitar Studies at Eastern Kentucky University, will offer a summer workshop for teaching or incorporating guitar in the K-12 environment. Participants do not need to be experienced guitarists to take this course. You will learn how to organize your guitar class, how easy it is to turn inexperienced/non-music reading guitarists into effective concert performing ensembles, the proper way to teach guitar technique, the evils that lurk in many guitar method books/systems, how to assess student progress, how to use the guitar as a conduit for teaching musicianship and how to accompany your students in class.

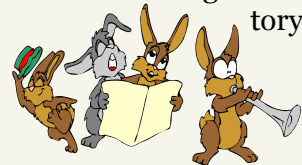
Participants will learn how to adapt current teaching techniques, materials and repertoire into powerful pedagogical tools for teaching classroom guitar and guitar ensemble. Participants will be given teaching materials along with ensemble music. The class will also review and assess a wide variety of pedagogical materials currently available and special topics will cover basic guitar repair, how to deal with facility and technology problems and a survey of various free pedagogical supplements and materials available on the Internet. There is no text required for this course.

- Guitar Class, One Credit
- Workshop in Instrumental Music - 52192 - MUS 786 - 001, Two Credits
- Workshop in Instrumental Music - 52194 - MUS 786 - 002 Class 9 a.m. - noon MTWThF Foster Building 312; June 20,

2011 - June 24 (1 credit) from June 20 - July 1 (2 credits).

MUS 872: Seminar in Music History A Survey of Humor in Western Art Music: "Laughing at the Classics, especially when they're Baroque"

This one-week graduate music history course that investigates humor in Classical



music, Western art music and the various strategies proposed to explain it. The analyses will primarily focus on instrumental music and include exemplar works by W.A. Mozart, F.J. Haydn, Gerard Hoffnung and Peter Schickele.

There will be no required text. Topics will be covered in class and handouts will be provided to summarize important concepts. Other readings will be on reserve in the EKU music library. This will be a unique course that touches on important concepts beyond humor, including cultural relevancy and the future of classical music. Students also will learn strategies for incorporating humor into their own concerts, lectures and academic activities.

- Seminar in Music History - 52558 - MUS 872 - 001 Class 10 a.m. - 11:45 a.m. MTWR Foster Building 312 June 6 - June 17, 2011 LEC Lecture

These courses provide professional development credit, and participants may use their scholarships from supervising student teachers to pay for it. Please contact Karin Sehmman to apply for this scholarship.

Scheduling can be somewhat flexible for those still teaching during this week (contact Davis for more information: dennis.davis@eku.edu).

About the instructor:

Dennis Davis has taught guitar and classroom guitar for over 25 years. He has directed the EKU guitar program, one of the few full-time collegiate guitar programs in Kentucky, since 1994. He is a frequent competition adjudicator and clinician, and his students and ensembles are regularly invited to perform at regional and national guitar festivals and competitions.

Please e-mail questions to dennis.davis@eku.edu.

SCAD Offerings

The Savannah College of Art and Design offers several on-site and online professional development opportunities over the summer. Cost, dates and time vary. Contact [SCAD](#) for specific information.

- Savannah, Art Educators' Forum, June 18-25: Summer Camp for Teachers. Features hands-on workshops, field trips, networking and collaboration and access to the university's resources and libraries. For more information or to register, visit www.scad.edu/aei.
- Online Community Education: Offerings vary each quarter. SCAD provides educators with opportunities for professional development and growth in SCAD's inspiring community of artists, designers and accomplished faculty members through community education classes. For more information, visit www.scad.edu/ce.

Need to Know News



AP Studio Art Opportunity

The School of the Art Institute of Chicago's (SAIC)

Teacher Programs provides unique opportunities for professional art educators/artists to discuss and experience trends in contemporary art and teaching practices at one of the nation's leading schools of art and design.

Advanced Placement Summer Institutes: Studio Art

- Session 1: July 18– July 22
Registration #: 175
- Session 2: July 25 – July 29
Registration #: 177

Institutes meet Monday – Thursday, 8:30 a.m. – 4:30 p.m. and Friday, 8:30 a.m. – noon.

SAIC's AP Studio Art Summer Institutes go beyond professional development to provide a unique combination of seminar sessions and hands on collaborative studio activities that revitalize teachers and focus on the importance of contemporary art practice in the high school art room.

More than simply explaining the AP Studio Art program requirements and portfolio scoring methods, experienced consultants Barry Lucy and Vivian Moreira Komando offer opportunities for peer dialogue, discussion of new media affects on AP, up-to-date information on the digital upload and inspiration for developing curricula specific to the three portfolios: Drawing, 2-D Design and 3-D Design.

Participants take advantage of all that SAIC and Chicago have to offer including unlimited access to the

Art Institute of Chicago, visiting artists' presentations, museum and gallery-based activities, and a variety of extra-curricular activities afforded by a vibrant urban campus and the city's numerous cultural institutions.

Participants should be prepared to share their innovative approaches with other workshop members. While some art supplies are provided, participants are encouraged to bring their laptops, sketchbooks and other favorite art supplies. The institutes are designed for any level AP Studio Art teacher. Participants earn one post-baccalaureate credit during 30 hours of AP instruction.

For information on session dates, registration procedures, costs and more, please visit www.saic.edu/apsi

Grand Theatre Educational Opportunities

The [Grand Theatre](#) in Frankfort is proud to announce several educational field trip performances for the 2011-12 school year.

Barter Theatre's Civil War Voices, appropriate for grades 7-12 social studies, language arts, music and drama will be held Tuesday, November 1 at 12:30 p.m. Ticket cost is \$8 There will be a Theatre Workshop at 10 a.m. there is no fee, but the number of participants is limited.

Civil War Voices is a collection of true stories; real words from the people and the music that shaped America. These stirring and passionate true stories of the people who lived through the greatest conflict in our nation's history as told in their own words and woven with traditional music of the period that will inspire you in ways you never thought possible.

See www.bartertheatre.com for more information.

Dance Kaleidoscope's The Dance Show is appropriate for grades K - 6 music and dance. It will shown Friday, February 10, 2012, at 10 a.m. for \$5 per ticket. A Dance Master Class Workshop will be conducted at 3 p.m. at no charge for a limited number of participants.

The basic definition of dance, shapes moving through space to a beat is explored in an eye-catching and interactive demonstration with Dance Kaleidoscope. Dancers explain and perform the elements of dance to a wonderful array of music, capturing students' imaginations and creativity.

Visit www.dancekal.org for more information.

Jay O'Callahan, Storyteller will be at the Grand Friday, March 9, 2012, for two shows, 10 a.m. for grades K-2 and again at 12:30 p.m. for grades 3-6 for \$5 per ticket. *Herman and Marguerite* is for grades K-2 science and ecology. The Earth Stories feature Herman the worm and Marguerite the caterpillar whose loving friendship gives each the strength to change and to save a lonely orchard.

Raspberries: Magical Berries! are language arts and ecology stories for grades 3-6. Can the magical berries change an unlucky farmer's life? Sad Simon is just about to lose hope when a small present makes a big difference.

View more about O'Callahans' stories at www.ocallahan.com.

For more information on the [Grand](#) or to make a reservation for your school group, please contact Anne Taylor Renshaw, at camp@dcr.net or call (502) 320-1074. Reservations are taken on a first-come, first-served basis.